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ABSTRACT

The document is a packet of materials and procedures designed to help teachers and administrators develop or improve some specific skills in recruiting individuals for adult education. Many techniques for identifying and strengthening successful recruitment ideas are included in the module in order to help the adult administrator and instructor develop new ways of recruiting persons, compare the effectiveness of various types of techniques, and determine the relationship between types of recruitment techniques and enrollment. Designed specifically for use in pre- and inservice training of adult educators, the module provides learning activities designed to accomplish six enabling objectives related to recruitment, utilizing mass media, government agencies, and civic organizations. The module can be used in a variety of settings ranging from a college-level adult course to a State or county workshop or for self-directed activity by an individual educator. (Author/AJ)

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● (PILOT-REVIEW DRAFT)

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RECRUITING ADULT EDUCATION STUDENTS

AN INDIVIDUALIZED TEACHER EDUCATION MODULE

AUGUST 1973

PRODUCED IN COOPERATION WITH

THE STATE OF FLORIDA
DEPARTMENT OF EDUCATION
RALPH D. TURLINGTON, COMMISSIONER
TALLAHASSEE, FLORIDA

This public document was promulgated at an annual cost of $6,116.62 or $1.11 per copy to assist adult educators develop or improve specific skills in recruiting individuals for adult education and to provide individualized modular type material for use in preservice or inservice teacher education.

CE003057

INDIVIDUALIZED TEACHER EDUCATION

ADULT RECRUITMENT MODULE

This module is the first of a series planned for teachers and administrators in Florida's adult schools. It is a packet of materials and procedures designed to help teachers and administrators develop or improve some specific skills in recruiting individuals for adult education. This is a pilot review draft prepared for field testing in a number of Florida districts.

The model used in this and proposed future modules is based on the "B^2 for Packaged Teacher Training Modules" developed in the State of Florida CPDA-B^2 program.

This edition was produced by a team of adult educators in the Panhandle of Florida and coordinated in the Division of Vocational, Technical and Adult Education of the Florida Department of Education, Tallahassee, Florida, and the Panhandle Area Educational Cooperative of Chipley, Florida. The production and field test team consisted of the following persons:

Brenda B. Alford	D. A. Lipford
Jackie Armagost	James J. McInnis
Pat Brown	George Riley
Annie R. Campbell	Virginia Seal
Linda F. Fears	Martha Spiva
Homer Jackson	Janie E. Willoughby

Enclosed is a questionnaire for your evaluation purposes. Questions and comments relating to this module and procedures for obtaining additional copies should be directed to Eloise S. Berry, Adult Education, W. V. Knott Building, Florida Department of Education, Tallahassee, Florida 32304.

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THE FLORIDA B^2 MODEL FOR

INDIVIDUALIZED TEACHER EDUCATION MATERIALS

These materials were designed to be used in either preservice or inservice teacher education. They were prepared in the form of self-contained "packaged" modules aimed at specific teaching skills or specific concepts fundamental to teaching of adult education. The module was expected to include all of the information and directions needed to accomplish a set of observable goals.

The design or model used in preparing these materials is set up so that each of the important elements (outlined below) will fulfill specific functions in assisting a user to achieve the stated goal of the module. Materials which follow this basic model will fulfill these specifications.

OBJECTIVES:

The objectives describe clearly what the user would be able to do after successfully completing the activities. Objectives are stated in terms of observable, measurable behavior of the user. Two types of objectives are included:

> GENERAL (EDUCATIONAL) OBJECTIVES will describe competencies which the teacher or other user will be able to apply in carrying out job responsibilities.
>
> SPECIFIC (INSTRUCTIONAL) OBJECTIVES refer to the sample performances which represent either subskills or simplified versions (specimens) of the behavioral performance described in the general objective. This tells what the user must do to complete the prescribed evaluation requirements. Since specific objectives must be measurable through methods described in the evaluation (described below), each specific objective has three characteristics: (a) it contains only one performance verb; (b) the conditions under which performance will take place are described; and (c) the criterion level (or standard) of acceptable performance is specified.

RATIONALE:

The rationale describes how the behavior targeted in the objective can be applied to real situations, or how it is related to some more important purpose. Thus, it provides reasoning which justifies the acquisition of the skill.

MATERIALS:

All materials needed to complete all suggested activities are either included or described, and source references are given if it will be necessary to order supplementary print or non-print materials.

PROCEDURES:

Procedures are designed so that the user can follow them in chronological sequence as he works to achieve each specific objective. Wherever possible, alternate activities and materials are specified. The sequence for each objective will normally include three types of activities:

EXPOSURE to information (perceptual input) in the form of suggested or required reading (supplied in the materials or through suggested references), observation of mediated material or live on-site activities, discussions, interviews, etc., to give background information, definitions, directions, models of performance or the like.

INFORMATION - PROCESSING (concept formation) for each of the concepts or target performance requirements presented in the perceptual input. These may be in the form of response questions, observation check sheets, discussion responses, verbal or written reports, or other activities which will help user manipulate and thus intellectually master (internalize) the ideas or information to which he was previously exposed.

Appropriate PRACTICE with FEEDBACK. The practice situations are designed to be similar to those which will be used in the evaluation. The feedback provides the user with information about his behavior in terms of how well he is achieving target performance. This lets him know in what way, if any, he needs to modify his version of target behavior further.

EVALUATION:

The major purpose of the Evaluation activities is to assess the level of mastery of each of the specific objectives for the module as a basis for deciding whether further instructional activities should be pursued. Two types of Evaluation are included:

PREASSESSMENT (the pretest or preliminary evaluation) will take place before a user begins to carry out the suggested procedures. The purpose of preassessment measures may be to indicate whether a given objective has already been mastered, to check readiness or indicate a need for acquiring pre-requisite subskills, or simply to provide a baseline for gauging progress, as compared with results of the final evaluations.

POST-ASSESSMENT (the post-test, or final evaluation) will take place after procedures have been followed. Post-assessment will indicate either that the objective has been achieved, or that further instructional activities should be pursued.

All evaluation should be in terms either of a product or of a performance. A product may be a test score, an observable effect on a pupil, a concrete item such as a report or a display or the like. Performance measures are concerned with the process (type or sequence of actions) carried out by a person, and focuses upon the behavioral steps taken during a given time, rather than upon the final work he produces.

The Evaluation section must supply clear guidelines by which to judge the product or performance. This means that both the criterion (level of acceptability) and the means by which the acceptable level is determined, are fully described. The description must be in a form which is usable, such as a key to a test, a model which may be used for comparison, or a checklist of requirements or necessary elements. When "judgment of a qualified evaluator" is the determining factor, the criteria he will use must be clearly outlined.

PROSPECTUS

This learning module is designed to help administrators and teachers of adults to identify and promote specific techniques for identifying and strengthening the recruitment techniques which are successful in increased enrollment in adult education classes.

TERMINAL OBJECTIVE

The participants identify and try out innovative and appropriate recruitment techniques to increase enrollment in adult education classes, and define the techniques in terms of objectives, steps in utilization and evaluation of ability to describe and use each technique.

RATIONALE

An important element in adult education is that administrators, instructors and lay persons know techniques for getting the under developed person to utilize the resources available to improve their own opportunities for self-fulfillment. If the instructor knows how to carry out a variety of appropriate and successful techniques to reach poor, and illiterate people, (and those lacking a few critical skills) and interest them in acquiring the skills necessary to live in ways different than their present life patterns, we would be able to help them take advantage of opportunities to plan and pursue relevant, individualized programs for their own needs.

Interaction of recruiter and recruitee and total supporting resources of a community are goals often obscure to both the instructor and the learner,

yet within this situation resides a drive which would provide the key for conducting meaningful learning activities relevant, possible and desirable to the learner.

Once an individual is totally involved in today's world and can see a need to be involved in a complex society, the difficult task of recruitment is lessened.

Many techniques for both identifying and strengthening successful recruitment ideas are included in this module in order to help the adult administrator and instructor develop new ways of recruiting persons, compare the effectiveness of various types of techniques and determine the relationship between types of recruitment techniques and enrollment.

This module provides learning activities designed to accomplish four enabling objectives leading to the terminal objective. The enabling objectives provide information about the technique for identifying and strengthening recruitment techniques and suggest strategies for appropriate use of these techniques to increase enrollment in adult education classes.

Materials for this module will consist of developed mass media materials, narrative tapes, slide or overhead projection, and printed resource materials.

The module is designed specifically for use in pre- and in-service training of adult instructors. It can be used in a variety of settings ranging from a college level adult course, to a state or county workshop, to a self-directed activity by an individual instructor as a part of his professional growth.

PRE-TEST

1. Identify five mass media that can be used in recruiting adult education students.

   a.

   b.

   c.

   d.

   e.

2. Identify three federal, two state, and three local agencies that might increase enrollment in adult education classes.

Federal	State	Local
a.	a.	a.
b.	b.	b.
c.		c.

3. Identify three techniques for using civic organizations in recruiting adult education students.

   a.

   b.

   c.

OBJECTIVES - RECRUITING ADULT EDUCATION STUDENTS

General Objective:
Given an opportunity to try innovative and appropriate recruitment techniques, the teacher of adult education will recruit more students for his/her program.

Specific Objective	Procedures	Evaluation
1. The participant will identify five mass media to be used in the recruitment of adult education students and will briefly outline the techniques in utilizing one of the five.		
2. The participant will identify and contact federal, state and local agencies to increase enrollment in adult education classes.		
3. The participant will identify and use five different techniques to recruit adult education students.		
4. The participant will identify at least three techniques for involving the Advisory Committee in recruiting adult education students.		

SPECIFIC TECHNIQUES FOR RECRUITING AND RETAINING PARTICIPANTS

I. Specific Techniques for Recruitment:

A. Contact:

1. Existing social agencies e.g. Welfare, Department of Employment, Parks and playgrounds etc.
2. Local community organizations.
3. Local social clubs and gangs.
4. Local schools. Try to get the administrator or key person in the school to serve as a liaison. Send fliers home with students including complete information about the program and attach an application form. Be specific as to who to contact for further information.
5. Local libraries. Displays in the libraries of students' work arouse curiosity.
6. Local radio and T.V. networks. Use students as much as possible. (Good to check with them at least two weeks before)
7. Local community, city, and throw-away newspapers.
8. Local industry.
9. Local stores especially grocery stores, super-markets, drug stores, and snack-stands.
10. Housing projects. Consult with the Mothers' Club or its equivalent and get them to recruit for you. Try to get them to attend. Ask manager to send a flyer home with all necessary information about the program. They could include it in their rental statement.
11. Gas and Electric Companies will also include fliers in their statements. Check with them as to specifications of size, etc. first.

12. Churches. Use students to give panel discussions. Send flyers and brochures home.

13. Surveys --- volunteers and/or paid staff.

B. Door-to-door recruiting. Use teachers, students, community aides, etc.

C. Keep counselors, teachers and administrators informed with necessary information on the ABE and other school programs.

D. Let existing students present their stories of success.

E. Provide family involvement whenever possible.

F. Keep on top activities going on in the community such as new buildings industries, programs, club activities, social actions, conferences, scholarships, etc.

G. Establish an advisory committee.

II. Specific Techniques for Retaining Students

A. Counsellors should know that one of the best ways to retain students is to have good teachers. They should do everything possible to enable the teacher to be a facilitator and would like to see in the teacher the following qualities:

1. Honesty is essential.
2. Relevant teacher as to job, life, diploma, etc. Too much lecturing is detrimental.
3. Personal recognition and interest shown to each student.
4. Opportunities provided for success to be experienced by students.
5. Close contact with each student as regarded correction and guidance in his work.
6. Solicitation of help from the students for the solving of student and mutual problems.

7. Personal recognition given of students' dress, appearance, feelings given informally.

8. Sensitive to the needs and feelings of the students.

9. Leave something with each person that he can use in his subject matter.

10. Adequate knowledge of his subject matter.

B. Counsellors should have good rapport with the staff.

1. Encourage group encounters or similar meetings at the beginning of the year.

2. Keep communication lines open.

3. Honesty essential.

C. Counsellors should do as much as possible to see that sufficient economic resources are available for students to continue school (Welfare recipients have to break up their education often because of the need to work in order to subsidize their income.)

D. Counsellors should try to keep schools open even if there are only a few students. Quality not quantity should be the standard. Discouragement comes to students when classes close.

E. Counsellors should encourage social celebrations in the programs from the coffee breaks to spontaneous and planned parties.

F. Counsellors should encourage the offerings of relevant classes and the possibilities of choices for the student.

G. Counsellors should encourage student participation in the overall program so that the students can say "our school" with pride.

H. It seems as if the problems of recruitment and retention cannot be solved unless there is close cooperation between the staff of Adult Education Programs. The victims of "no cooperation" are the students who should be the reason why administrators, teachers, counsellors, ????? are in their jobs. If they worked

together as a team, the problem should be lessened considerably.

III. Other Duties Besides Recruiting and Retaining Students that the Counsellor May Have in Public Relations:

A. The Counselor as Teacher-Trainer.

An experienced person not only trained in the techniques of educational, vocational, and personal counseling but also in the direct application of these skills to Adult Education, can be of assistance in training others.

1. Teacher Training in counselor techniques: Have available a reference collection in his office on pertinent material on counseling adults i.e.

a. "Counselling and Interviewing Adult Student" pub. 1966 by National Association for Public School Adult Education, 1201 16th Street North West, Washington, D. C. 20036.

b. Copies of magazine, "Adult Leadership" published monthly with such articles as "Counseling in Adult Basic Education Program."

c. Copies of "Education Magazine" with such articles as "Basic Steps in Guidance for Adults" by Lawrence Belanger.

d. Bulletins and brochures put out by any of the State Department of Education, Adult Education Division, such as that in California written by Eugene De Gabriele "Guidance Services for Adults."

e. The trained counselor can make available to others who are working in this field:

1) Research files on reading in guidance, counseling, referral services, and sample case solutions.

2) Research on pertinent visual aids such as posters and filmstrips on effective contact methods, and 16 mm color movies available such as "interchange", new techniques to help potential dropouts, available from the National Education Association 1201 16th St. NW, Wash. D.C. 20036.

B. The trained and informed counsellor can act in the public relations role in other media as well:

1. When there is a school, or a district, or a city-wide Adult Education periodical published at intervals, a counselor can contribute articles in his field either to describe the availability of his work or services, or similar related subjects. Successful, interesting programs are the best advertisement for Adult Education.

2. A trained, experienced counselor gradually builds up a basis of knowledge and usable skills. He should share these with others concerned, i.e.

a. Making himself available to teachers as a resource person in specific knowledge on Testing and agency referral sources.

b. Giving talks to community groups, i.e.

1) District school board meetings

2) Vice Principal's meetings

3) P.T.A.

4) Teacher training groups

c. See that bulletin boards contain information about the counsellor's names, locations, office hours, and that the counsellor is ready at all times to make appointments for individual and group talks.

PART I

Recruitment of Adult Students through the Mass Media

SPECIFIC OBJECTIVE I: The participant will identify five mass media to be used in the recruitment of adult education students and will briefly outline the technique in utilizing one of the five.

PROCEDURES: Read the information on pages 16 through 20.

Complete at least three activities as are requested at the end of this section.

ENABLING OBJECTIVE I

The instructor can list and describe techniques used in five (5) successful recruitment programs elsewhere, that might be used to meet a specific need.

ENABLING ACTIVITY I

1. INPUT:

   Read or interview someone to acquire information concerning five (5) different programs using successful recruitment techniques. (Include criteria for evaluating information needed for a usable description.)

2. PRACTICE WITH FEEDBACK:

   Give a verbal description. Respond and critique. Revise as needed.

ASSESSMENT

1. Make a descriptive list of techniques used in at least two successful programs.

2. Compare description with a prototype, or get approval of resource person.

ENABLING OBJECTIVE II

The instructor can describe in detail the steps necessary in carrying out at least one technique appropriate to his community.

ENABLING ACTIVITY II

1. INPUT:

   Read additional research on studies made in other states and federally funded projects.

2. PRACTICE WITH FEEDBACK:

   Discuss with resource person and others.

ASSESSMENT

1. Prepare a written description of the complete plan, and submit to resource person. Criterion: Plan includes all necessary steps, and communicates steps in a manner satisfactory to the resource person.

ENABLING OBJECTIVE III

Within a two-week period, the instructor uses the chosen technique as a recruitment procedure, to his own satisfaction.

ENABLING ACTIVITY III

1. INPUT:

   Review plans developed elsewhere, and compare with own plan.

2. PRACTICE WITH FEEDBACK:

   Make a sample list to be reviewed by resource person. Identify an appropriate tryout situation and carry out steps in the technique. Critique the tryout with colleagues or Resource Person, and incorporate revisions in plan for implementing in an actual situation.

ASSESSMENT

1. The instructor will carry out the recruitment technique in an actual community situation. Determine success criteria (i.e., set an enrollmet quota, response quota, etc.). Write a review of the activity and evaluate success. Report on success to resource person and colleagues.

ENABLING OBJECTIVE IV (optional)

The instructor can generate ideas for new techniques.

ENABLING ACTIVITY IV

1. INPUT:

   Self-directed: Read description of unique techniques of successful recruitment. Modify as needed to make technique appropriate for real situation.

2. PRACTICE WITH FEEDBACK:

   Try out activity, critique and write a description of the technique, which follows the description standards, and which includes suggestions, for insuring success on avoiding problems. Discuss the report with colleagues or resource person.

ASSESSMENT

1. Optional - Feedback from resource person. The completed description(s) with modifications based on feedback and experience, serve as "product" evaluation.

TERMINAL ASSESSMENT

Within a period of thirty (30) days, at least five adults will enroll as a direct result of utilizing techniques of recruitment.

RECRUITMENT OF ADULT STUDENTS THROUGH THE MASS MEDIA

Procedures

I. Possible sources of recruitment through the following avenues of mass media.

A. Radio

B. T.V.

C. Newspaper

1. Public - "Want Ads"
2. Ads concerning G.E.D. testing program
3. Pupil oriented and produced newspaper -- mailed to community and prospective students

D. Pamphlets

E. Billboards

F. Posters

G. Leaflets

H. Local displays

1. Library
2. Home shows -- fairs
3. Demonstrations in shopping centers

I. Public vehicles

J. Private business as sponsor of advertisement -- stressing particular skills.

K. "Speaker's Pool"

L. Students themselves

II. Suggestions as to the utilization of media:

A. Radio

1. "Spot Announcements" -- "For radio spot announcements, usually they request printed copy, something that will be presented live or by tape, and presented by their 'staff announcer'." Prepare a message that can be stated in a 15 or 20 second slot.

Ex. "Did you know that you could qualify for a high school equivalency diploma by taking a series of five tests? For additional information call your local Adult Educational Center (...Local phone number . . . G.E.D. emphasis)

2. "Success stories" -- Students who have successfully improved their education, encouraged to tell their story on cassette tape, to be played on radio (could also tie in with English "verbalizing")

B. T.V.

1. "Spot Announcements" (such as the one above, or the ones found in the back of this Module)

2. Cable T.V. (spot announcement)

   Ex. "Open the Door" to Adult Education and the completion of your education -- Call your local Vocational, Technical and Adult Center (local number) for additional information.

3. Noontime "visitation show", late talk show -- Student interview type of program where you have a representation of your Vets -- Internationals, G.E.D. candidates, etc.

C. Newspaper

1. Post a "Want Ad"

   Ex. Wanted -- Adults who are interested in inproving their education:
   Qualifications -- desire to achieve
   Age: 16-90 (will accept older)
   Previous experience: None needed
   If you meet the above qualifications, please contact "us" at your local Adult Education Center -- "We" need you! (give local phone number)

2. Run an ad in the local paper giving dates, cost and general information concerning the G.E.D. testing program at the local Adult Education Center.

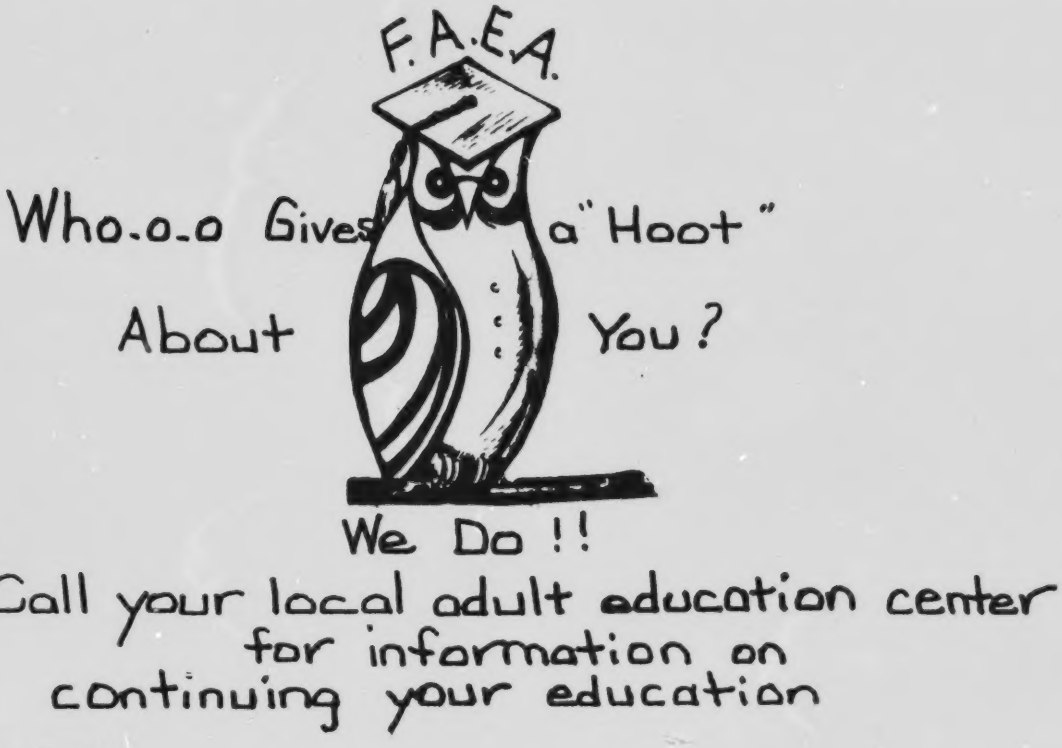
3. Students' newspaper (great way to use all classes but expecially English and art classes.) This newspaper is to be produced and edited by the students involved at the center -- telling of some of their "success" stories -- courses that are being offered -- how one can enroll, etc. Try to secure "bulk-mailing" permit from post office.

D. Pamphlets

Informational pamphlets which have "catchy" pictures on front (use) local art classes for ideas). See end of Module for additional examples.

E. Billboards

Secure, if possible, free or donated billboard space using the State F.A.E.A. owl -- as shown below.



F. Posters

Locate in areas where masses of people congregate.

1. Use same basic theme as above -- get art classes at Center to "donate" time and ideas in getting these printed.

G. Leaflets

Flyers -- handbill type of brochures which have "catchy" front covers and concise information inside.

Ex.

Don't Open This Door	Unless you are interested in continuing your education. If so, call (local phone number) your local Adult Education Center today!

Two good ways of employing these brochures is to use them as inserts in the city electrical bills and in the report cards of elementary school children.

H. Local Displays

These could be set up in local libraries -- with the use of your students already in the adult program.

Home Shows -- Fairs -- Employ the use of attractive exhibits through pictures, movies, handouts -- along with the students themselves "manning" the booths.

Demonstrations at shopping centers -- Dade county has found through the use of instructors and students presenting live demonstrations of learning situations, at the local shopping centers, much interest is created.

I. Public Vehicles

Gain permission to advertise (free) information concerning program, courses offered, G.E.D. testing program, etc., on local buses, etc.

J. Private business as sponsor of advertisements:

Ex. A newspaper advertisement which states:

"YOU DON'T NEED A COLLEGE EDUCATION."

Let the advertisement be paid for by the business whose name and address it bears. The local center may aid in the layout of the advertisement. Automobile agencies, department stories, restaurants, handware stores, construction businesses, air lines, etc., may be asked to sponsor such ads. Dade County has found this to be very effective.

K. "Speaker's Pool"

A pool composed of administrators and instructors who are available for presentations to civic clubs and service organizations, may be employed by the center.

L. Students themselves

"Coin" Frank Laubach's slogan with the theme

"EACH ONE -- REACH ONE"

ACTIVITIES FOR MASS MEDIA

I. Radio

A. After studying format and content of radio spot announcements contained in the appendix, participants will prepare sample spot announcements appropriate to their own locale.

B. After listening to sample spot announcements, participants will record spot announcements prepared as specified in "A".

C. Participants will stage mock radio interviews appropriate for live radio programs.

II. Television

A. Participants will prepare sample news briefs to be presented on the local news programs.

B. Participants will stage mock television interviews appropriate for live telecasts.

III. Newspaper

A. After studying sample newspaper articles in the appendix and local papers, the participants will prepare a variety of sample newspaper articles, including advertisements and news releases.

IV. Pamphlets and Billboards

A. After studying the examples in the appendix, participants will prepare a variety of attractive pamphlets and billboard ideas which will appeal to the adult population.

V. Local Displays

A. Participants will design a display which could be set up in places such as local libraries, exhibit areas, and shopping centers.

SOURCES OF INFORMATION

1. Cammaratta, Don, Director Adult General Education, Hillsborough District School Board, 2309 Mitchell Avenue, Tampa, Florida 33602.

2. Horton, E. B., Director Adult Education, Martin District School Board, 500 East Ocean Boulevard, Stuart, Florida 33494.

3. Marchese, Lamar, Information Specialist, Appalachian Adult Basic Education Demonstration Center, U.P.O. Box 1353, Morehead State University, Morehead, Kentucky 40351.

4. Murray, Chalmers, Director Adult Education, Broward District School Board, P. O. Box 8369, Fort Lauderdale, Florida 33310.

5. Porter, John B., Director Adult Education, Hernando District School Board, 919 N. Highway 41, Brooksville, Florida 33512.

6. Robbins, Michael R., Director Adult and Veteran Education, Palm Beach District School Board, 3323 Belvedere Road, West Palm Beach, Florida.

7. Smith, Edwin H., Literary Education for Adolescents and Adults, San Francisco, California: Boyd and Fraser Publishing Co., 1970.

8. Snyder, Robert, "Recruitment in Adult Basic Education", $1.00, Florida State University Adult Education Research-Information Processing Center, Department of Adult Education, 920 W. College Avenue, Tallahassee, Florida 32306.

9. Talbot, James A., Supervisor Adult and Veteran Education, Alachua County School Board, 716 N. W. 10th Street, Gainesville, Florida 32601.

10. Walton, Howard T., Department Head, Health Occupations, Chmn. Public Relations and Advertising Committee, Lindsey Hopkins Education Center, Dade District School Board, 1410 N. E. 2nd Ave., Miami, Florida.

11. Wynn, W., Assistant Director, Young Adult Program, George Stone Vocational Technical Center, Longleaf Drive, Route 8, Box 252, Escambia County School Board, Pensacola, Florida 32506.

PART II

RECRUITMENT OF ADULT STUDENTS

THROUGH FEDERAL, STATE AND LOCAL AGENCIES

Objective 2: The participant will identify and contact federal, state and local agencies to increase enrollment in adult education classes.

PROCEDURE: Read these samples and adapt them for your local situation.

This is a sample of a survey made in Jackson County of Federal, State and local agencies.

The survey lists ways that these agencies are currently being used in the recruitment of Adult Education students, and offers additional suggestions for utilizing these agencies.

Any district could use this technique in compiling a local survey.

In some districts such as Escambia, a list is compiled of all agencies that cooperate with the Adult Education Center. (See Appendix II)

FEDERAL AGENCIES	PRESENT UTILIZATION IN RECRUITMENT OF STUDENTS TO ADULT EDUCATION	SUGGESTED UTILIZATION IN RECRUITMENT OF STUDENTS TO ADULT EDUCATION
Social Security	Some Social Security benefits accrue to the dependents of deceased heads of households for the purpose of the dependents furthering their education.	Social Security Offices could encourage recipients to enroll in adult classes for enrichment and special interest course as a means of helping them to fill their spare time.
Welfare	Limited services. Case workers encourage their clients to return to school for further educational training.	Welfare recipient under 65 years of age should be encouraged to attend school for the purpose of securing a high school diploma and/or learning a trade in a vocational school. Recipients over 65 years of age should be encouraged to enroll in enrichment or special interest courses.
Vocational Rehabilitation	Provide opportunities for unskilled and needy individuals to become self-sufficient through the attainment of a higher level of education. Also, provide financial assistance in the form of payment for tuition, textbooks, and travel in some cases and health services.	Wider advertisement of the services of the Division of Vocational Rehabilitation, and a closer working relationship between adult administration and Vocational Rehabilitation in an effort to learn more about the educational needs of the clients.
Veterans Administration	Refers veterans to adult education who are interested in furthering their education.	Furnish county adult administration with the names and addresses of all discharged veterans for the purpose of enrolling them in adult education classes.
Post Office	None	Encourage employees to have high school diploma or pursuing one before employment. Advertise adult program widely by securing bulkrate mailing.

FEDERAL AGENCIES	PRESENT UTILIZATION IN RECRUITMENT OF STUDENTS TO ADULT EDUCATION	SUGGESTED UTILIZATION IN RECRUITMENT OF STUDENTS TO ADULT EDUCATION
Military	Offers more choices and faster promotion to those who have high school diploma.	Recruiting Offices should have adequate and complete information about adult education programs. They should encourage prospective enlistees to secure a high school diploma prior to enlistment in the service.
Draft Boards	Young men enrolled in high school completion programs are usually deferred from active service if they are making satisfactory progress.	Draft Boards should provide the county adult administration with a listing of discharged veterans, along with their educational status.
Neighborhood Youth Corps	Student employees are required to attend classes for one-fourth (¼) of the work day on the site of their employment.	Lessen restrictions relative to the economic status of individuals who may be accepted in the program. Wider publicity of the NYC program in order that more people are informed of its existence.
Forest Rangers	None	Publicize the program and requirements for acceptance in this type of employment, and require that prospective employees return to school and secure a high school diploma.

STATE AGENCIES	PRESENT UTILIZATION IN RECRUITMENT OF STUDENTS IN ADULT EDUCATION	SUGGESTED UTILIZATION IN RECRUITMENT OF STUDENTS IN ADULT EDUCATION
Florida State Hospital	Encourage workers on a limited basis to return to school and work toward high school completion.	Encourage all applicants for employment either to have or be in pursuit of a high school diploma. Provide facilities on the hospital grounds for adult classes so that employees may have the opportunity to avail themselves of adult training.
Sunland Training Centers	The Neighborhood Youth Corps is under the direction of Sunland Training center at Marianna, Fla. They provide employment for adult training and education leading toward high school completion and business education in conjunction with the county board of education.	Encourage all applicants for employment either to have or be in pursuit of a high school diploma. Provide facilities on the Sunland Training Center grounds for adult classes so that employees may have the opportunity to avail themselves of adult training.
Apalachee Correctional Institution	Classes in Civil Defense Education are being held at the institution for inmates and all services for the Jackson County Adult Education Division.	Same as for Florida State Hospital & Sunland Training Center.
Florida State Employment Service	Furnishes employment information to job applicants discover the larger proportion of good jobs are open to people who have high school diplomas.	Distribution of a wide range of materials to job applicants explaining the greater advantages of employment for those who have high school diplomas. Distribute brochures explaining the availability of adult education classes.
Parole Commission	None	All parolees not having a high school diploma should be required to attend adult education classes.

STATE AGENCIES	PRESENT UTILIZATION IN RECRUITMENT OF STUDENTS TO ADULT EDUCATION	SUGGESTED UTILIZATION IN RECRUITMENT OF STUDENTS TO ADULT EDUCATION
Florida Schools for Boys	None	Same as for Sunland Training Center and Apalachee Correctional Institution.
State Road Department	None	Encourage applicants to either have or be in pursuit of high school diploma.
State Department of Agriculture & Consumer Services	Recent training and high school diploma are requirements for employment.	Wide publicity of the adult programs by the department.
Division of Forestry Service	Same as above	Same as above
State Beverage Department	Same as above	Same as above
Florida State Caverns Park	Same as above	Same as above

LOCAL AGENCIES	PRESENT UTILIZATION IN RECRUITMENT OF STUDENTS TO ADULT EDUCATION	SUGGESTED UTILIZATION IN RECRUITMENT OF STUDENTS TO ADULT EDUCATION
Jackson County Adult Education Division	Advertise through the news media. Personal Contacts Working with school principals, and guidance counselors Working with superintendents and presidents of local & state institutions.	Work through civic organizations to advertise adult education. Prepare news brochures to be mailed out by local business establishments with their monthly statements.
Local Public Schools	School principals are aware of the services provided by adult education and recommend that hardship cases attend the program rather than to continue in the public day school.	Utilize the services of the individual students in the public schools to advertise adult education through news brochures by asking the students to take them home to parents and older relatives.
Chipola Junior College	Permits some students in adult education to attend vocational classes for high school credit.	Encourage prospective students to either have or be in pursuit of a high school diploma in order to be accepted in the vocational school.
Local Churches	Announcement of adult education classes are made in some churches with a number of classes being conducted in churches throughout the country.	Ministers working with county adult administration in publicizing and planning programs to meet the needs of adults throughout the various communities in the county.
Civic Clubs	None	Adult educators meeting with civic groups and giving presentations relative to the services provided through adult education within the county.
Local County Prison	Classes in ABE and High School Completion are being offered to prisoners.	Make mandatory that prisoners attend adult classes as a part of the rehabilitation program.

LOCAL AGENCIES	PRESENT UTILIZATION IN RECRUITMENT OF STUDENTS TO ADULT EDUCATION	SUGGESTED UTILIZATION IN RECRUITMENT OF STUDENTS TO ADULT EDUCATION
Local Civil Defense Agency	Key county personnel required to take Radiological monitoring courses to prepare in the event of necular disaster.	County civil defense agency could work with adult education to bring Civil Defense classes to civic groups and other interested groups.
Police & Fire Department	None	Encourage all applicants to have or be in pursuit of a high school diploma.
Local News Media	Disseminate information to the public regarding adult programs.	News media could run spots on their programs each day relative to classes being offered in adult education; thus, giving wide coverage to special programs, etc.
Local Business Organizations	None	Inform such organizations of the programs offered in adult education and provide ways for employees to attend school and earn a high school diploma. In the case of applicants, require them to either have or be in pursuit of a high school diploma.

OBJECTIVE 3: The participant will identify and use five different techniques to recruit adult education students.

PROCEDURE: Examine the samples as listed and identify those that are applicable to your area.

METHODS OR TECHNIQUES USED BY TEACHERS IN RECRUITING ADULT STUDENTS	SUGGESTED METHODS OR TECHNIQUES TO BE USE BY TEACHERS IN RECRUITING ADULT STUDENTS
Personal contact of people who teacher knows of needs	Make a survey of the students in class as to their knowledge of persons they know who need to attend adult education classes
County adult administration makes available whenever possible the names and addresses of prospective students to teachers in the various communities	Feed-back from adult education teachers in the communities they work, giving the names and addresses of individuals who need to attend school, so that county administration can either contact in person or in writing in an effort to persuade them to return to school
Some teachers follow up at the end of each month with letters encouraging students who have dropped out to return to school	All teachers keep close and accurate records on student dropouts so that they can send letters to them at the end of month urging them to return to school whenever they have resolved their problems
In the counseling process with prospective students, they are made aware of the requirements necessary to complete high school. This information is spread to students who would fit about the same category, which in turn would help to bring them into the program	None

METHODS OR TECHNIQUES USED BY TEACHERS IN RECRUITING ADULT STUDENTS	SUGGESTED METHODS OR TECHNIQUES TO BE USED BY TEACHERS IN RECRUITING ADULT STUDENTS
Encourage school dropouts whom they have known and taught to enter the adult education program, because they know the students with whom they can talk and communicate more easily	Teachers could contact the parents of the dropouts and solicit their cooperation in getting their sons and daughters to return to school
Contacts made through their regular daytime public school students relative to persons who have dropped out and personal contacts of prospective adult students	Presentations to Civic and local church organizations Personal contacts with counselors at Federal and State Agencies Contact with business leaders and industrial managers
Some teachers sponsor social activities in the community to involve prospective adult students so that they may be brought into the program	Teacher sponsored Social activities to include students currently enrolled as well as prospective students so as to use the talents of students already in the program to influence prospective students
Announcements of early marriages by young adults who have not completed high school are followed up by the teacher in an effort to influence them to return to school	Teacher to be available for personal interview by prospective brides and bridegrooms at any time, and assist these students in counseling before and after marriage
In well organized, well conducted classes where learning is prevalent, recruitment, enrollment, and attendance is no problem. This type class is an inducement to adults to enroll	Teachers should strive to have well organized and planned programs so that this type of information will feed back into the community and consequently will be an inducement to adults to enroll

METHODS OR TECHNIQUES USED BY STUDENTS IN RECRUITING OTHER ADULT STUDENTS	SUGGESTED METHODS OR TECHNIQUES TO BE USED BY STUDENTS IN RECRUITING OTHER ADULT STUDENTS
Students currently enrolled should communicate with other persons and inform them about adult education	Offer special recognition to students who recruit persons to the adult education program
The school dropout who is reluctant to begin in the adult education program can often be more easily persuaded by a student friend who is already in the program or is himself looking for a "Buddy" to begin with him.	Students in need of, or desiring courses or training in particular fields, might help to arouse interest of enough other people that the demand would warrant the course being offered
Diploma neatly bound and attractive to show to other individuals who did not complete high school to motivate them to return to school and earn one also	None
Educational Forum made up of students from adult classes pointing out the needs for adults to return to school and complete their high school education	Prepare script for radio and television to show some of the advantages of those who became educationally prepared through the attendance of adult programs, in contrast to those who are unprepared educationally
Use of adult school posters in his or her community	Posting the name of the local adult center and students attending the center where others will see

METHODS OR TECHNIQUES USED BY STUDENTS IN RECRUITING OTHER ADULT STUDENTS	SUGGESTED METHODS OR TECHNIQUES TO BE USED BY STUDENTS IN RECRUITING OTHER ADULT STUDENTS
Inviting other adults to attend classes with presently enrolled students so that they can get a first-hand picture of what adult education is like	Students to demonstrate to visitors the work that they have done in adult classes
Transportation is provided by some students so that others can come to class	Reimburse students for transporting other students to classes
Student-teacher handbooks are made available to students so that they can inform other interested persons about adult education	None

PART III

Recruitment of Adult Students

Through Civic Organizations

WASHINGTON-HOLMES AREA VOCATIONAL, TECHNICAL

AND ADULT EDUCATION CENTER

OBJECTIVE 4: The participants shall identify at least three techniques for involving the advisory committee in recruiting adult education students.

PROCEDURES

1. The purposes of the advisory committee should be:

   A. To educate and inform the community about the adult education program, the need for such a program, the purposes, goals, and operation of the program.

   B. To advise the adult education program as to community needs, community reaction to the program, and community activities.

   C. To assist in class activities and projects that would make the educational offerings of the program relevant to the adult's needs and the community needs and that would help the adult to become an interested, contributing member of the community.

   D. To actively encourage adults in the community to participate in the adult education program.

II. The adult education faculty and administration should meet to select the members of the advisory committee. The committee's membership may include representatives from various civic organizations, the post-master, nationality group leaders, a law officer, school administrator, physician or health officer, elected government official, senior citizen, attorney, social worker, industrial executive, representative from poverty groups, director of recreation or youth. The committee's membership should be limited to 10 or 15 persons.

III. The advisory committee, after its organization, should meet at least once monthly to implement its purposes.

IV. Some suggested recruitment activities of the committee are:

A. Declare August (or the month before the fall school program begins) Adult Education Month and let the advisory committee provide leadership in some of the following activities:

1. Present a series of programs throughout the community on the adult education program. The programs may be presented at civic clubs, at local churches, at Senior Citizens groups, at welfare group meetings, etc.
2. Saturate the mass media with adult education information and human interest stories about adult education.
3. Prepare pamphlets on the adult education program and widely distribute them. A goal might be a "pamphlet in every home" with a cooperative drive by several civic organizations to achieve this.
4. Prepare posters and display them throughout the community.
5. Rent billboard space.
6. In short, the advisory committee should be creative and use every imaginable method to get and keep adult education in the public's eye for one month.

B. By virtue of its membership, the advisory committee has tremendous recruitment possibilities if the members of the committee are totally sold on the program--which they should be.

OBJECTIVE 5: The participants describe at least one method by which local civic organizations will become informed of purposes, goals, and operations of adult education programs.

PROCEDURES

A program shall be presented to the civic organization by an adult education instructor, with the help possibly of an adult education student or graduate. A suggested program format is:

1. At the beginning of the program, give out a questionnaire on the adult education program and community need for such a program. The questionnaire should include such things as:
   A. What percentage of people in our county are illiterate?
   B. What percentage of people in our county have not completed high school? have not completed elementary school?
   C. What percentage of people in our county are unemployed?
   D. What percentage of people in our county are on welfare?
   E. What percentage of people in groups C and D above have high school diplomas?
   F. How many students in our county drop out of school each year? What probably happens to them?
   G. What are the goals of the adult education program?
   H. What are the entrance requirements to the adult education program?
   I. What kind of student is enrolled in adult education?
   J. What is the curriculum of the program?
   K. How does the program operate?
   L. What kind of facilities does the program have?
   M. Is there a night program?
   N. Where are the adult education centers located?

O. What are the graduation requirements?

P. How successful are adult education graduates?

II. After the civic club members have filled out the questionnaire, ask them to keep it for a few minutes and go on with the program. The program should answer the questions on the questionnaire. Try to give a creative presentation. Slides may be used; a present member or graduate of adult education may assist in the program and its presentation. Challenge the club membership to recruit people into the program. The organization might even be challenged to make recruitment a club project. Some possibilities for club projects should be suggested.

III. At the program's conclusion, a club member should be able to successfully complete the questionnaire.

IV. The club should be invited to observe an adult education class in process and see the existing adult education facilities.

OBJECTIVE 6: The participants describe how to involve at least one civic organization in a recruitment project.

PROCEDURES

1. Recruitment Project I

   A. The participating civic organization should participate in several training sessions. Topics to be covered are:

      1. The social, economic, and educational conditions in the area.
      2. Adult psychology--should include how to convince the adult he wants and needs adult education; how to convince the adult that he wants and needs to actively participate in society; how to help the adult to want to realize his own self potential.

3. How the adult education program operates and what are its goals, purpose, and curriculum. The members of the civic organization should observe the program in operation and become very familiar with it.

4. How to make effective door-to-door personal contacts The recruiter must be able to communicate well. He must understand the language, mentality, attitudes, and life styles of the potential recruit. Someone who is a member of the indigenous population may assist him in this. He will probably have better recruitment success in informal dress rather than the "coat and tie" attire. The door-to-door contact requires a genuinely concerned and extremely sensitive attitude on the recruiter's part. If the recruiter is not sold on what he is doing, his lack of sincerity will become evident immediately.

B. The recruiter is assigned a neighborhood or section of the county. Where possible, some native member, preferably a leader, of the neighborhood will be assigned to work with the recruiter especially in helping the recruiter to secure a list of persons he needs to contact. Ministers and social workers may also help in this task.

C. Armed with his list of contacts, his knowledge of adult education, and adult education pamphlets, the recruiter is ready to begin recruiting. Neighborhood or county leaders may assist him in his initial contacts by helping to introduce him to the population. Mass media information about the recruitment program will also help make the recruiter's job a bit easier.

D. If the recruiter can generate any interest on the part of the potential recruit, the recruiter should offer to pick the recruit up, carry him to class, and stay with him for a couple of class meetings until he gets settled in the program.

E. The recruiter should keep a record of all those he visits and of those who enroll in the program.

F. Since so much time is involved in this project, it may be necessary to pay recruiters to obtain the best results.

II. Recruitment Project II

Follow procedures similar to the above, except that classes on community or neighborhood interest topics could be held in the neighborhood, perhaps in a home. Here, it would be extremely important to have the assistance of neighborhood leaders in recruitment and in setting the program up. If the neighborhood classes are enjoyed and well attended, this would be a good opportunity to go a step further and encourage the members of the neighborhood classes to enroll in the adult education program or to actually bring the program to the neighborhood if enough interest is indicated.

BIBLIOGRAPHY

Adult Armchair Education Program, Final Report, June 1967--March 1968, Opportunities Industrialization Center, Inc., Philadelphia, Pa. 1968. 48 pp.

Mulvey, Mary C., Recruitment in Adult Basic Education, Handbook. April 1969. 146 pp.

Volland, Virgil A., and Trent, Curtis, Recruiting Students for Adult Education Programs, Kansas State University, Manhattan, Kansas, School of Education, May 1969. 157 pp.

APPENDICES

APPENDIX I

LITERARY REVIEW

THE TEACHER AS RECRUITER

(The following are excerpts from Literacy Education for Adolescents Adults by Edwin H. Smith, Florida State University)

There are many sources of help in locating and recruiting A.B.E. students.

A teacher who lacks the ability to recruit students may also lack the ability to do a good job of teaching them. Ability to recruit is related to ability to hold students once they are recruited (Smith & Mason, 1965). Teachers in Adult Basic Education should be experts in the recruitment of students. Time should be spent in learning about the community and in learning techniques for the identification and recruitment of students.

A few of the things teachers should know are:

1) the total population and the populations of ethnic groups
2) the number of unemployed and the reasons for unemployment
3) the number and average size of families with an income of less than $4000
4) the industries in the community
5) the economic outlook for the community
6) the community power structure
7) the community poverty pockets
8) the public health and welfare services
9) the crime rate and the types of criminal acts most frequently committed
10) the government agencies and services
11) the social, professional, and occupational groups
12) the religious life of the community
13) the recreational facilities of the community

Other sources of information about the community may be found by using:

1) newspaper files
2) Chambers of Commerce
3) police departments
4) Offices of mayors or city managers
5) state boards of health
6) courts
7) charity organizations
8) ministerial associations
9) school teachers & principals
10) welfare workers
11) employment agencies
12) medical societies

Health & Welfare agencies will cooperate in both identification and recruitment of students. Mass media such as radio and television generally will provide free publicity-------but of course our best source of recruitment is by "word-of-mouth" by a "satisfied" A.B.E. student.

APPENDIX II

SAMPLE LIST OF TYPES OF LOCAL AGENCIES TO ASSIST IN RECRUITING ADULT STUDENTS

AGENCIES GEORGE STONE WORKS WITH

BUREAU OF EMPLOYMENT SERVICE
236 West Garden St.
Pensacola, Fla.
Days: Monday thru Friday
Hours: 8:00 A.M. - 5:00 P.M.

Phone: 432-7651
Mailing add: P. O. Box 1391 32502
Organization Head:
Leighton H. Piercee Mgr.

CATHOLIC CHARITIES
BUREAU OF PENSACOLA, INC.
218 East Government St.
Pensacola, Fla.
Days: Monday thru Friday
Hours: 9:00 A.M. - 5:00 P.M.

Phone: 438-8564
Mailing Add. P. O. Box 285 32502
Organization Head
Sister Marie Lucita, ACSW Director

COMMUNITY ACTION PROGRAM
COMMITTEE, INC.
133 W. Intendencia St. 32501
Pensacola, Fla.
Days: Monday thru Friday
Hours: 8:00 A.M. - 5:00 P.M.

Phone: 438-4021
Mailing add. 412 N. Palafox St.
Organization Head:
Roy P. Rish, Jr., President
Board of Directors
Person to contact: Sybil J. Dedmond,
Executive Director

COMMUNITY MENTAL HEALTH
OF ESCAMBIA COUNTY
1201 West Hernandez St.
Pensacola, Fla. 32501
Days: 7 days a week
Hours: 24 hours a day

Phone: 433-3081
Morris L. Eaddy, Ph. D., Director
Organization Head

COURT OF RECORD, JUVENILE
DIVISION
1800 W. Leonard St.
Pensacola, Fla. 32502
Days: Monday thru Friday
Hours: 8:00 A.M. - 5:00 P.M.

Phone: 438-5476
P. O. Box # 12280
Theodore F. Bruno, President
Robert A. Mitler, ACSW.
Chief Counselor 438-5476

DIVISION OF FAMILY SERVICES
24 West Chase St.
Pensacola, Fla.
Days: Monday thru Friday
Hours: 8:00 A.M. - 5:00 P.M.

Phone: 433-1124
P. O. Box 828
Pensacola, Fla. 32502
Organization Head: Lawrence M. Dougher
Administrator, District 1

Mrs. Hilda Pennington
Casework Services Supervisor,
Children's Services

DIVISION OF VOCATIONAL REHABILITION
2251 North Palafox St.
Pensacola, Fla. 32502
Days: Monday thru Friday
Hours: 8:00 A.M. - 5:00 P.M.

Phone: 434-2711
P. O. Box 1026
Organization Head:
Marlen L. Bullock, District Director
Harold Hicks - 432-9801

ESCAMBIA HEALTH DEPARTMENT
2251 North Palafox St.
Pensacola, Fla. 32502
Days: Monday thru Friday
Hours: 8:00 A.M. - 4:30 P.M.
Contact: D. G. Newsome (ext 41)
Administrative Assistant
Contact: B. G. Tennant, (etx 68)
Director of Sanitation

Phone: 438-8571
P. O. Box 1869
Organization Head:
H. C. Tousignant, M. D., M.P.H.
Person to contact:
E. V. Anderson, M.D. (ext 22)
Assistant Director
Noice Barber, R.N. (ext 68)
Director of Nursing

SOCIAL SECURITY ADMINISTRATION
51 East Gregory St.
Pensacola, Fla.
Days: Monday thru Friday
Hours: 8:30 A.M. - 4:30 P.M.

Phone: 434-1073
P. O. Box 750
Pensacola, Fla. 32502
Luther W. Ratley, District Manager

VETERANS ADMINISTRATION SERVICE
WORK (SOCIAL)
Room 309-D
Post Office & Federal Bldg.
North Palafox & Chase St.
Pensacola, Fla.

Phone: 432-2788
P. O. Box 245
Pensacola, Fla. 32502
Mrs. Elizabeth E. Bond
Social Worker in Charge

FLORIDA PROBATION & PAROLE
COMMISSION
Room 301 Court of Records Bldg.
Days: Monday thru Friday
Hours: 8:00 A.M. - 5:00 P.M.

Phone: 438-7589 and 438-7580
P. O. Box 947
Pensacola, Fla. 32502
Mr. Thomas E. Davis, District
Supervisor

NEIGHBORHOOD YOUTH CORPS
138 W. Government St.
Pensacola, Fla. 32501
Days: Monday thru Friday
Hours: 8:00 A.M. - 5:00 P.M.

Phone: 438-4021
Mailing Add: same as above

PENSACOLA AREA CHAMBER OF COMMERCE
107 East Romana St.
Pensacola, Fla. 32502

Phone: 438-8593
P. O. Box 550
Person to contact:
Waldo S. Carrell,
Executive Vice President

PUPIL PERSONNEL SERVICES OF
ESCAMBIA COUNTY SCHOOL BOARD
5404 Lillian Hwy.
Pensacola, Fla.
Days: Monday thru Friday

Phone: 456-8631
Mr. Hosea Skipper, Director
Mailing Add: same

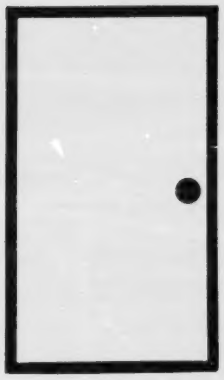
APPENDIX III

SAMPLE

PROMOTIONAL LETTERS AND NEWS

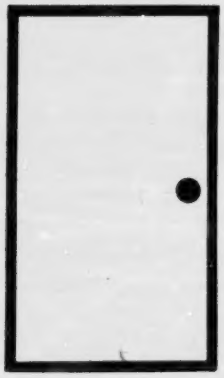
RELEASES

(Prepared by Appalachian Adult Basic Education Demonstration Center, Morehead University, Morehead, Kentucky.)



LOG SHEET

For more information about Adult Basic Education call _____ *(Phone Number)* or visit _____ *(Contact's Name)* at the _____ *(County Name)* County School Board.



PROMOTIONAL LETTER

Mr. John Doe
Director of Cooperating Agency
4021 Address St.
Anywhere, Appalachia

Dear Mr. Doe:

One of the fundamental problems of the national Adult Basic Education program is student recruitment. Here in _____ County, we share this basic problem.

If we can't get students into the classroom, then even the most thoroughly planned curriculum, or the best trained teachers, or the most effective instructional material will be useless.

This year our recruiting efforts have had a boost from the Appalachian Adult Basic Education Demonstration Center, a U.S. Office of Education special demonstration project. In cooperation with the _____ State Department of Adult Education, they have provided our agency with some of the tools for reaching our target audience, but we also need your help.

Although we will be making heavy use of the media, we know that personal contact is the most effective recruiting device. Some of your contacts with potential ABE students could be very helpful to our recruitment program.

We hope that the (name of agency, company, school) will be able to cooperate with us in our upcoming recruitment drive. I will be in contact with you in the next several days to ask you about specific ways your (agency, institute, school, company) can be of help.

Sincerely,

_____

_____

NEWS RELEASE

MADISON AVENUE TECHNIQUES HELP _____ COUNTY

ADULT EDUCATION PROGRAM

"Open the Door" is the Theme

A "saturation" media campaign is about to hit _____ County. Newspapers, cable television, and radio and TV stations are being asked to cooperate with the School Board in a new recruitment effort aimed at getting adults to "Open the Door to Adult Basic Education" and come back to school.

According to _____ *(Name)* _____, _____ *(Title)* _____ this year's adult basic education recruitment drive marks the first time a unified campaign has been mounted on a county-wide basis.

"Open the Door to Adult Basic Education" is the theme of the recruitment effort. Radio and television announcements along with printed material will be unified around the "Open the Door" concept.

_____ *(Name)* _____ said that this year's drive will be helped by a "multi-media" recruitment campaign "in-a-box" design by the Appalachian Adult Basic Education Demonstration Center, a U.S. Office of Education special demonstration project based at Morehead State University in Kentucky.

The Appalachian Center in cooperation with the _____ *(State Name)* _____ State Department of Adult Education distributed the A.B.E. recruitment package locally as part of their efforts to improve adult basic education throughout the Appalachian region. The recruitment kit includes a color television commercial, four radio jingles, and a series of posters, pamphlets, and advertisements.

APPENDIX IV

SAMPLE

TV AND RADIO ANNOUNCEMENTS

A ONE MINUTE TV LIVE PROMOTION

DO WOMEN DRESS TO PLEASE MEN?

JUST HOW IMPORTANT IS YOUR HAIR STYLE?

DO YOU KNOW IF YOUR HANDS REALLY TELL YOUR AGE?

TO PROVIDE ANSWERS TO THESE AND OTHER QUESTIONS CONCERNING GOOD GROOMING, LINDSEY HOPKINS EDUCATION CENTER AND OTHER ADULT CENTERS IN DADE COUNTY OFFER CLASSES FOR LADIES INTERESTED IN PRESENTING THEIR BEST APPEARANCE.

THESE CLASSES MEET AT LINDSEY HOPKINS EDUCATION CENTER EACH MONDAY EVENING AND AT MIAMI JACKSON ON TUESDAY 7 TO 10 P.M. FOR THE NEXT 16 WEEKS.

MAKE-UP, HAIR STYLES, WARDROBE, POISE, ARE EXAMPLES OF THE SUBJECTS TAUGHT IN THIS INTERESTING CLASS.

FOR MORE INFORMATION, PLEASE CONTACT LINDSEY HOPKINS EDUCATION CENTER, 1450 N. E. SECOND AVENUE, MIAMI OR TELEPHONE 350-3511.

A ONE MINUTE TV LIVE PROMOTION

BIG BUSINESS AND INDUSTRY HAS LEARNED THE IMPORTANCE OF "DIVERSIFICATION." IF THIS IS IMPORTANT TO BUSINESS AND INDUSTRY, IT IS JUST AS IMPORTANT TO YOU. THROUGH TRAINING PROGRAMS OFFERED BY THE DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION, DADE COUNTY SCHOOLS, ONE MAY:

---BECOME MORE VALUABLE TO HIS EMPLOYER.

---PROGRESS IN HIS PRESENT CAPACITY OR EVEN ADVANCE TO A NEW POSITION.

---PROVIDE MORE JOB SECURITY FOR YOURSELF AND YOUR FAMILY.

FOR MORE INFORMATION ABOUT HOW WE MAY BE OF SERVICE TO YOU, CONTACT THE OFFICE OF REGISTRATION, LINDSEY HOPKINS EDUCATION CENTER, 1450 N. E. SECOND AVENUE, MIAMI, OUR TELEPHONE 350-3511.

A ONE MINUTE TV LIVE PROMOTION

EVER HEAR OF A BUSINESS THAT WAS NOT OPERATED FOR PROFIT? THERE IS ONE, A VERY NICE HOTEL ATOP LINDSEY HOPKINS EDUCATION CENTER, IN BUSINESS FOR THE BENEFIT OF THE STUDENT TRAINEES WHO ARE PREPARING FOR A SUCCESSFUL CAREER IN THE HOTEL-MOTEL HOSPITALITY INDUSTRY.

INSTRUCTION INCLUDES CLASSES IN FRONT DESK OPERATION -- TELEPHONE SWITCHBOARD --NCR #2000 AND #4200 POSTING CALCULATORS.

CLASSES FOR HOTEL MAIDS AND HOUSEMAN, LINEN ROOM PERSONNEL.

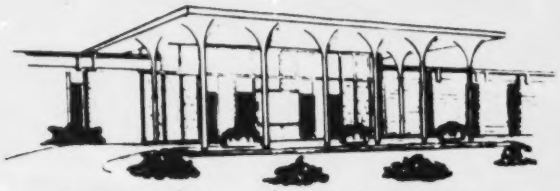
THE EMPLOYMENT POSSIBILITIES ARE UNLIMITED, LOCALLY AS WELL AS OUT OF STATE.

FOR MORE INFORMATION PLEASE CONTACT THE HOTEL TRAINING OFFICE, 1410 N. E. SECOND AVENUE, MIAMI.

OUR TELEPHONE 371-7041.

GEORGE STONE VOCATIONAL-TECHNICAL CENTER

PHONE 455-8525



Longleaf Drive Route 10, Box 530
PENSACOLA, FLORIDA 32506

SPOT ANNOUNCEMENT

YOUNG ADULT PROGRAM

DO YOU NEED A JOB AND CAN'T FIND ONE? THEN YOU NEED A SKILL.

DO YOU KNOW THAT ABOUT ONE OF EVERY TEN JOB OPENINGS THROUGH THE 1970's WILL BE IN SKILLED JOBS?

DO YOU KNOW THAT CARPENTERS EARN OVER $6.00 AN HOUR AND THE NEED FOR SKILLED CARPENTERS IN THIS AREA IS GREAT?

DO YOU KNOW THAT THE HOSPITALITY INDUSTRY IS ONE OF THE LARGEST IN THIS AREA AND IS BEGGING FOR SKILLED COOKS AND BAKERS?

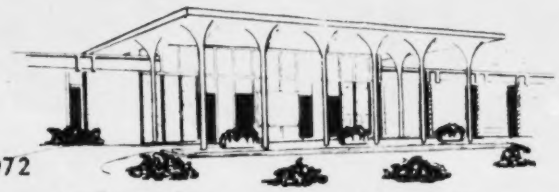
THESE COURSES ARE V.A. APPROVED

CLASSES ARE SCHEDULED ON A FULL-TIME OR HALF-TIME BASIS FROM 3:00 - 8:00 p.m., MONDAY THROUGH FRIDAY.

IF YOU REALLY WANT A JOB AND NEED TRAINING, CONTACT THE GEORGE STONE VOCATIONAL-TECHNICAL CENTER (YOUNG ADULT PROGRAM) ON LONGLEAF DRIVE, OFF PINEFOREST ROAD. PHONE 455-8525.....455-8525.

GEORGE STONE VOCATIONAL-TECHNICAL CENTER

PHONE 455-8525



January 18, 1972

Longleaf Drive Route 10, Box 530
PENSACOLA, FLORIDA 32506

NEWS MEDIAS: Radio and TV Announcers

Gentlemen:

Kindly give attention to the following announcement and inform the citizenry of our community of the vocational opportunities available in our program:

George Stone - YOUNG ADULT PROGRAM
offers
CARPENTRY and COOKING AND BAKING CLASSES

Openings are now available and applications are being accepted for enrollment in CARPENTRY and COOKING AND BAKING CLASSES at the George Stone Vocational-Technical Center's YOUNG ADULT PROGRAM. The school is located on Longleaf Drive off Pineforest Road.

These courses are outlined for applicants age 16 years and over if they are not enrolled in a regular high school. The programs are also approved for veterans training under the G.I. Bill.

Interested persons may call the school at 455-8525, or visit the school between the hours of 1:00 P.M. to 8:00 P.M., Mondays through Fridays.

We would greatly appreciate this announcement being made as often at possible for about two weeks. Your cooperation in this effort will be of great value in helping to reach the public.

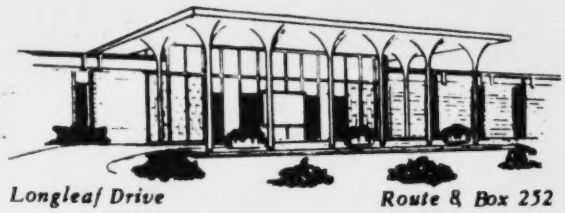
Respectfully,

W. Wynn
Assistant Director

WW/gbm

GEORGE STONE VOCATIONAL-TECHNICAL CENTER

PHONE 455-8525



Longleaf Drive Route 8, Box 252

PENSACOLA, FLORIDA 32506

May 27, 1971

NEWS MEDIAS:

Gentlemen:

May we again solicit your cooperation in reaching the citizenry of our community with the following announcement:

YOUNG ADULT PROGRAM OFFERS YEAR-ROUND TRAINING

The YOUNG ADULT PROGRAM of the George Stone Vocational-Technical Center is offering courses and accepting applications in the following areas of training:

Auto Body and Fender Repair
Auto Mechanics
Brick Masonry
Clerk Typing
Commercial Cooking and Baking
Air Conditioning, Major Appliance and Refrigeration
Radio and T.V. Repair
Retail Sales

A new course in CARPENTRY will begin on or about July 1, 1971, from 2:00 P.M. to 7:00 P.M. Interested applicants may call the school at 455-8525 or visit the school on Longleaf Drive off Pineforest Road.

All classes are held in a beautiful, air-conditioned building for year-round comfort. Most classes are veterans approved under the G.I. Bill.

We appreciate your interest.

Respectfully,

W. W. Wynn

W. W. Wynn
Assistant Director

WWW/gbm

GEORGE STONE VOCATIONAL-TECHNICAL CENTER

PHONE 455-8525

Longleaf Drive Route 10, Box 530
PENSACOLA, FLORIDA 32506

TO: News Media, Community Agencies and News Publications

FROM: W. Wynn
Assistant Director
YOUNG ADULT PROGRAM

DATE: November 10, 1971

RE: Commercial Cooking and Baking Course

Realizing that ALL of our enrollees in the YOUNG ADULT PROGRAM here at the George Stone Center comes from your untiring efforts and through your diligent appeals, we are again soliciting your support to help recruit students for our Commercial Cooking and Baking training program. Our ultimate goal is to prepare productive citizens for employment.

Based on the stated needs, we beg your cooperation in announcing, referring or publishing appeals to the community.

The attached announcement may be used to assist in this effort.

YOUNG	ADULT	PROGRAM
o	d	r
u	v	o
t	a	d
help	n	u
	c	c
	e	t
	m	i
	e	v
	n	i
	them	t
		yearn.....TO LEARN

GEORGE STONE VOCATIONAL-TECHNICAL CENTER

PHONE 455-8525

Longleaf Drive Route 8, Box 252

PENSACOLA, FLORIDA 32506

News Media:

Gentlemen:

Please make the following announcement beginning Wednesday, December 30th, through Monday, January 4, 1971:

FALL QUARTER BEGINS AT YOUNG ADULT
George Stone Center

The YOUNG ADULT PROGRAM at the George Stone Vocational-Technical Center is now accepting registration for the fall quarter in the following courses:

Air Conditioning, Major Appliance and Refrigeration Repair	
Auto Body and Fender Repair	Auto Mechanics
Brick Masonry	Clerk Typist
Cooking and Baking	Nurse's Aide and Orderly
Radio and T.V. Repair	Retail Sales

The above courses are now approved for veterans under the G.I. Bill. For further information, visit the Center located on Longleaf Drive off Pineforest Road, or call 455-8525 beginning Monday, January 4th, between the hours of 12:00 Noon and 7:00 P.M.

Your continued cooperation will be greatly appreciated.

Happy New Year to the Staff.

W. Wynn
Assistant Director
YOUNG ADULT PROGRAM

ww/gbm

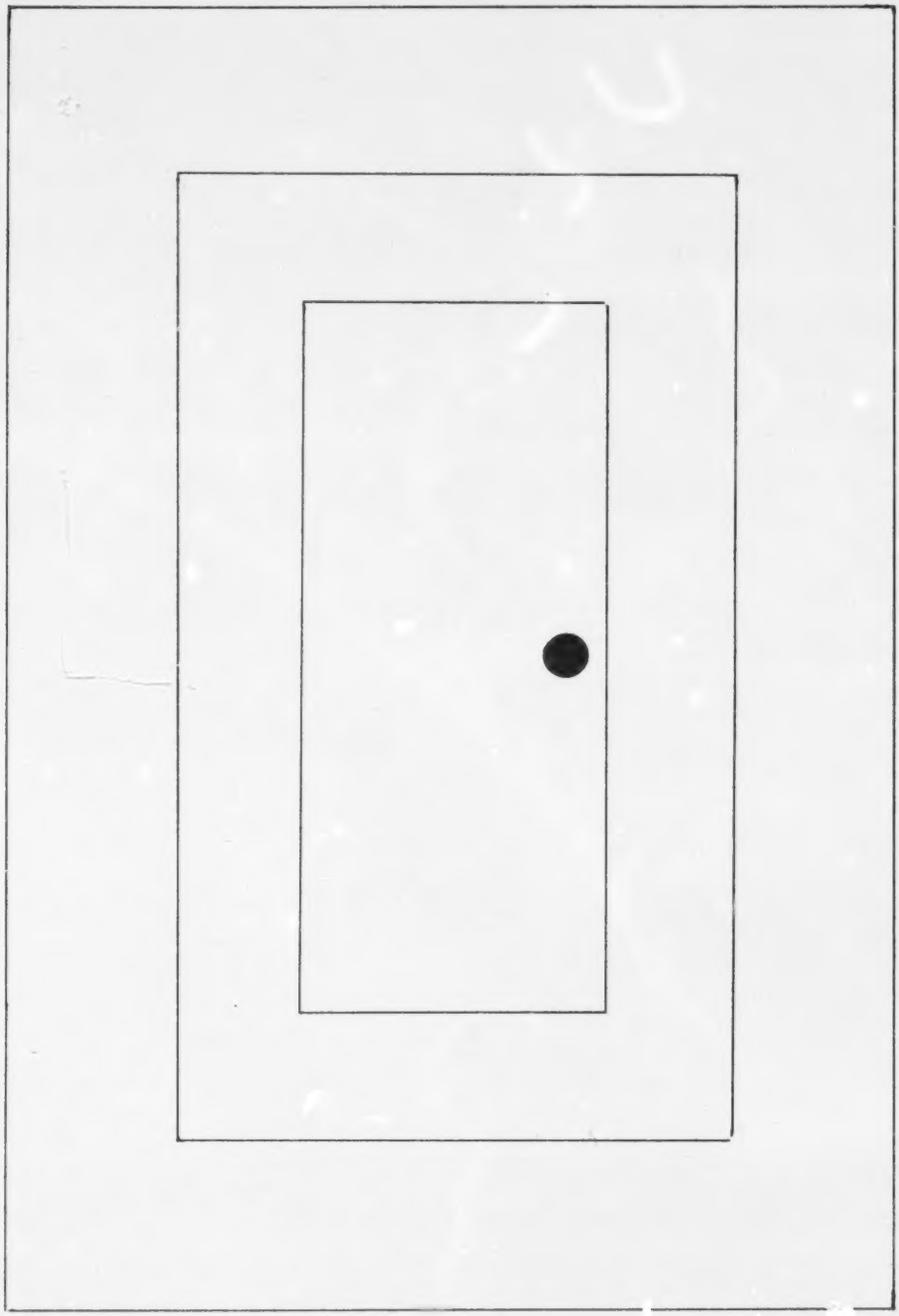
APPENDIX V

SAMPLE ADVERTISEMENTS

(Appalachian Adult Basic Education Demonstration Center
Morehead University, Morehead, Kentucky.)

A.B.E
OPEN THE DOOR
TO ADULT BASIC EDUCATION
contact:

OPEN THE DOOR



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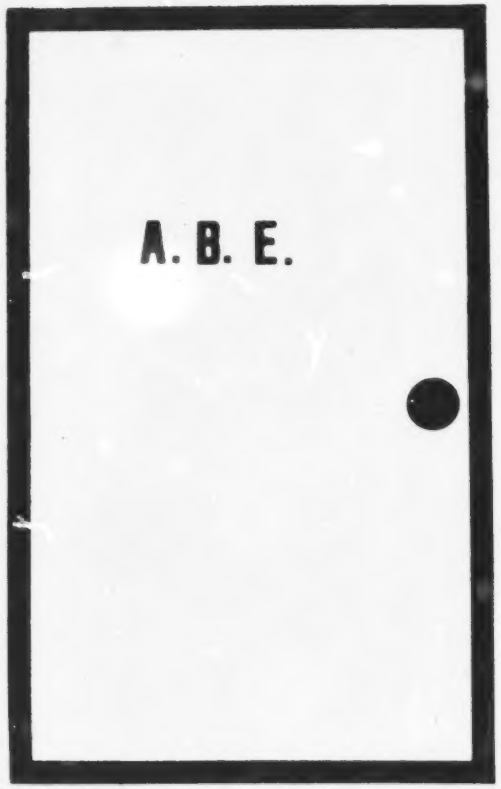
TO ADULT BASIC EDUCATION



OPEN THE DOOR

To Adult Basic Education

GIVE US A FEW NIGHTS A WEEK-

AND WE'LL GIVE YOU A FREE EDUCATION

CALL:

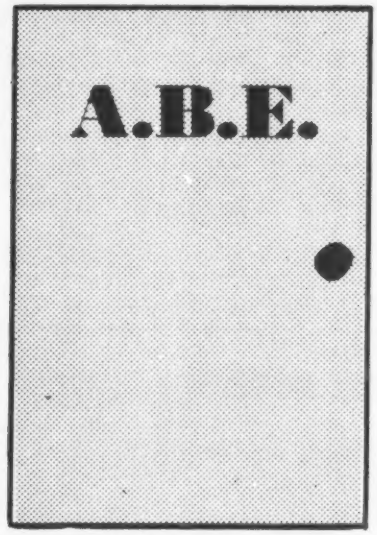
GIVE US A FEW NIGHTS A WEEK-

AND WE'LL GIVE YOU A FREE EDUCATION

At one time schoolin' wasn't really necessary. There were more important things – like working the land and tending the chores. But nowadays you got to have a good education to get a really good job.

Give us your time and we'll give you the educational tools you need to live better today. Don't let tomorrow pass you by. If the door to your future is locked, education is the key. It may be the best work you've ever done.

Contact your Adult Basic Education office today and OPEN THE DOOR.



OPEN THE DOOR

To Adult Basic Education

LAWRENCE B. SHEFFEY
Vice President
Southern Bell Telephone Company

Not everyone has to have a degree...

Today, fewer than 15% of all jobs require a college degree

THERE ARE MANY GOOD-PAYING CAREER JOBS FOR GRADUATES OF THE DADE COUNTY HIGH SCHOOL VOCATIONAL PROGRAMS . . . AND, FOR ADULTS COMPLETING VOCATIONAL TRAINING AT LINDSEY HOPKINS AND 12 CENTERS STRATEGICALLY LOCATED COUNTY-WIDE

SEE YOUR HIGH SCHOOL COUNSELOR TODAY OR CALL 350-3511 FOR INFORMATION ON THE ADULT CENTER NEAREST YOUR HOME.

Bell System — Southern Bell

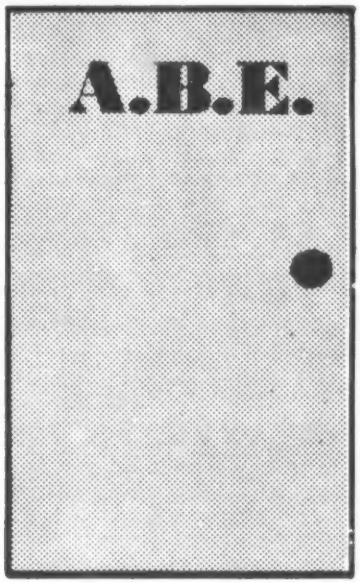
You've given your kids a good education–

now it's your turn.

At one time schoolin' wasn't really necessary. There were more important things – like working the land and tending the chores. But nowadays you got to have a good education to get a really good job.

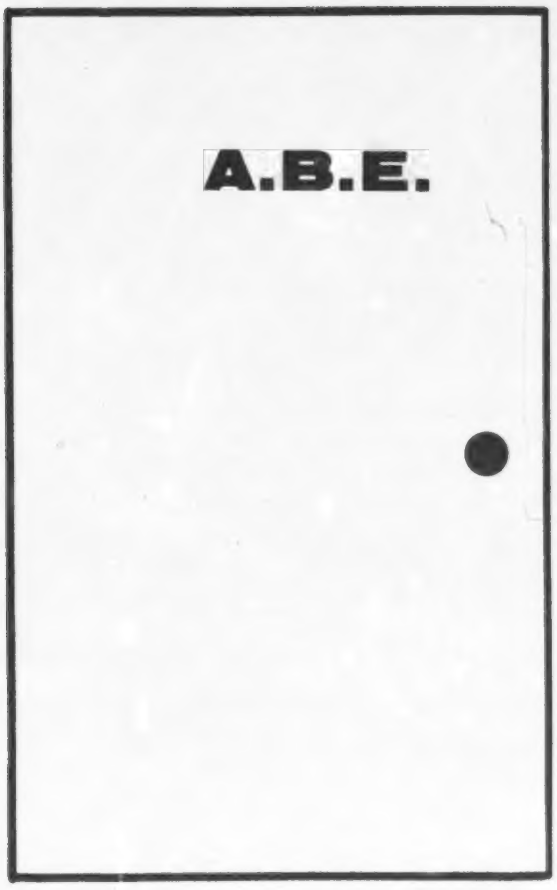
Give us your time and we'll give you the educational tools you need to live better today. Don't let tomorrow pass you by. If the door to your future is locked, education is the key. It may be the best work you've ever done.

Contact your Adult Basic Education office today and OPEN THE DOOR.



OPEN THE DOOR

To Adult Basic Education



OPEN THE DOOR

TO ADULT EDUCATION

CONTACT:

APPENDIX VI

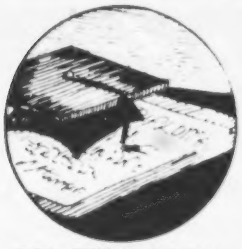
PROMOTIONAL BROCHURES,

HANDOUTS AND MISCELLANEOUS IDEAS

THE HILLSBOROUGH COUNTY
DEPARTMENT OF ADULT EDUCATION
INVITES

ADULT EVENING HIGH SCHOOL

ADULT BASIC EDUCATION

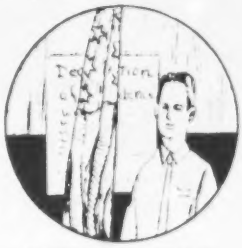


G.E.D. TESTING PROGRAM

GRADE PLACEMENT TESTS

YOUR PARTICIPATION
IN OUR PROGRAM OF EDUCATION
FOR
CONTINUED LEARNING

MACDONALD TRAINING CENTER



CITIZENSHIP TRAINING

PERSONAL ENRICHMENT

CIVIL DEFENSE PROGRAM

ADULT EDUCATION CENTER
Don P. Cammaratta, Director
2309 Mitchell Avenue, Tampa, Florida

THE ADULT EDUCATION PROGRAM OFFERS CREDIT AND NON-CREDIT COURSES DURING THE EVENINGS FROM 6:00 TO 10:00 P.M. MONDAY THROUGH THURSDAY. COURSES ARE OFFERED IN THE FOLLOWING AREAS.

ENGLISH: Grades 9-12

MATHEMATICS: Math Refresher, Algebra, Modern Math, etc.

SCIENCES: General Science, Biology, Physiology, Chemistry, Physics, etc.

SOCIAL STUDIES: American Hist., Psychology, World Affairs, PAD, etc.

LANGUAGES: Conversational Spanish

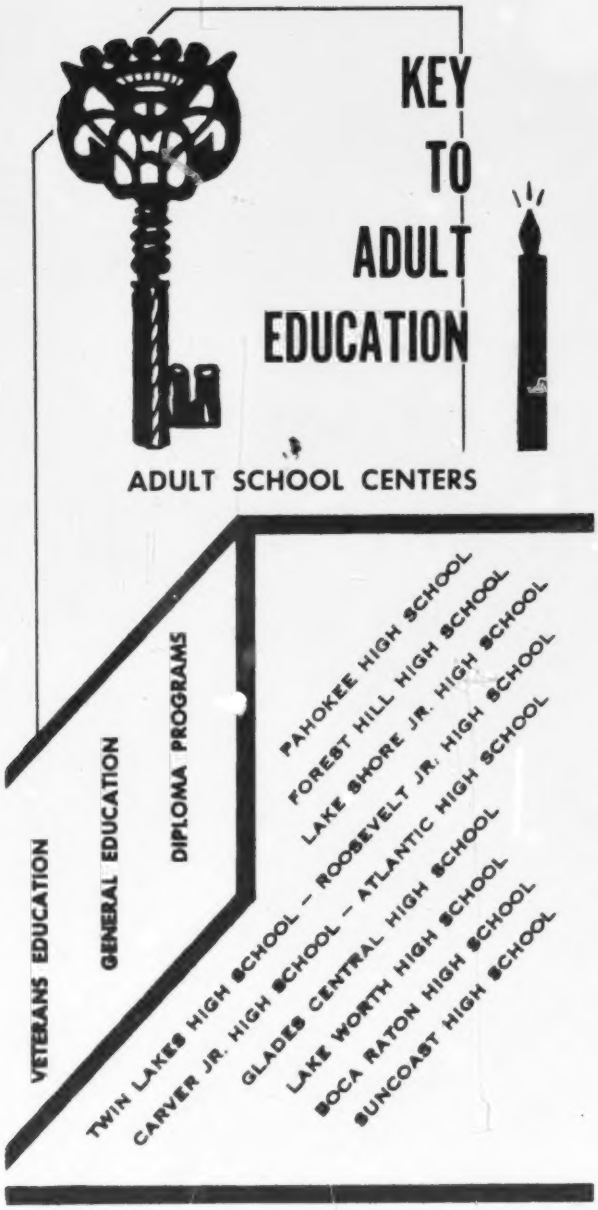
READING IMPROVEMENT: Build Speed and Comprehension

ADULT BASIC EDUCATION: Grades 1-8

BUSINESS EDUCATION: Typing, Shorthand, Bookkeeping, Office Machines, Business English, Business Math, Stenoscript, etc.

OTHER INTEREST CLASSES:

1. Law For The Layman
2. Industrial Arts
3. Fine Arts
4. Driver Education
5. Career Planning For Parents
6. English For Foreign Born


KEY
TO
ADULT
EDUCATION
ADULT SCHOOL CENTERS
VETERANS EDUCATION
GENERAL EDUCATION
DIPLOMA PROGRAMS
TWIN LAKES HIGH SCHOOL – PAHOKEE HIGH SCHOOL
CARVER JR. HIGH SCHOOL – FOREST HILL HIGH SCHOOL
GLADES CENTRAL HIGH SCHOOL – LAKE SHORE JR. HIGH SCHOOL
LAKE WORTH HIGH SCHOOL – ROOSEVELT JR. HIGH SCHOOL
BOCA RATON HIGH SCHOOL – ATLANTIC HIGH SCHOOL
SUNCOAST HIGH SCHOOL

PALM BEACH COUNTY SCHOOLS
ADULT EDUCATION
3323 Belvedere Road, P.O. Box 2469
West Palm Beach, Florida 33402
Phone 683-0050, Ext. 131 (or 833-9730 Evenings)

PALM BEACH COUNTY SCHOOLS

DEPARTMENT OF ADULT EDUCATION

MICHAEL R. ROBBINS, Director

HIGH SCHOOL DIPLOMA EQUIVALENCY TEST (GED)

(MAIN OFFICE)
P.O. BOX 2469
3323 BELVEDERE ROAD
WEST PALM BEACH, FLA. 33402
TELEPHONE 683-0050, EXT. 431-8

(BRANCH OFFICE)
721 GARDENIA STREET
WEST PALM BEACH, FLA. 33401
TELEPHONE 833-9730

PALM BEACH COUNTY SCHOOLS
ADULT EDUCATION CENTER OF PALM BEACH COUNTY
DEPARTMENT OF ADULT EDUCATION

Telephone
832-2424

AUGUST 3, 1972

ANNOUNCEMENT OF FALL CLASSES

IN

ABE (ADULT BASIC EDUCATION) - GRADES 1-8

ESL (ENGLISH AS A SECOND LANGUAGE -
FORMERLY ENGLISH FOR FOREIGN BORN)

FOR ALL INTERESTED ADULTS

DO YOU REGRET LEAVING ELEMENTARY SCHOOL OR JUNIOR HIGH TOO EARLY???

HAVE YOU BEEN AWAY FROM THE CLASSROOM FOR 5, 10, 15, 20, 25 YEARS OR MORE???

DO YOU NOW WANT TO STUDY AND ADVANCE TO HIGH SCHOOL REVIEW OR GED DIPLOMA???

WOULD YOU WELCOME A "SECOND CHANCE" TO BETTER YOUR EDUCATION AND GAIN THE PRACTICAL KNOWLEDGE TO

GET A JOB?

CHANGE YOUR LINE OF WORK?

EARN OR QUALIFY FOR A PROMOTION?

HELP YOUR CHILDREN?

IMPROVE FAMILY LIVING & FINANCES?

BECOME AN INFORMED VOTER AND CITIZEN?

ENRICH YOUR RETIREMENT YEARS?

FREE DAYTIME AND EVENING CLASSES - NO REGISTRATION FEE, NO CHARGE FOR BOOKS

SEE OR PHONE MR. W. IVEY MACK, ABE PROGRAM SPECIALIST, AT OUR NEW ADULT CENTER
LOCATED AT 1235 15TH STREET IN WEST PALM BEACH

JOIN OUR ABE PROGRAM AND BEGIN YOUR EDUCATION AGAIN

THIS PROGRAM IS FOR YOU --- EVERYONE IS WELCOME

PALM BEACH COUNTY SCHOOLS

DEPARTMENT OF ADULT EDUCATION

MICHAEL R. ROBBINS, Director

(MAIN OFFICE)
P.O. BOX 2469
3323 BELVEDERE ROAD
WEST PALM BEACH, FLA. 33402
TELEPHONE 683-0050, EXT. 431-8

(BRANCH OFFICE)
721 GARDENIA STREET
WEST PALM BEACH, FLA. 33401
TELEPHONE 833-9730

June 1, 1972

TO: PROGRAM CHAIRMAN

FROM: MICHAEL R. ROBBINS, DIRECTOR

SUBJECT: PROGRAM PRESENTATION

The Department of Adult Education, Palm Beach County schools, would like to offer a program presenation for an upcoming meeting of your organization.

A member of our staff would be happy to speak on the numerous educational opportunities available to adults in Palm Beach county. In addition, we would provide a wide variety of printed materials on adult education for distribution to the members of your organization.

Please note that we have included a brief biographical sketch for each member of our staff for the purpose of your selecting a speaker.

If you wish a staff member to come and speak to a future meeting of your group, please call us at 683-0050 ext 431.

o

Encl: (1)

Biographical Sketch
Staff, Department of Adult Education
Palm Beach County Schools

MICHAEL R. ROBBINS

Biography:	Michael R. Robbins, Director Department of Adult Education
Personal Data:	Married, wife is guidance counselor in county school system
Education:	Elementary and secondary schools of Florida University of Florida BAE 1960 Florida Atlantic University MEd 1966
Work Experience:	Social science teacher, adult educator in social studies, adult education assistant principal, Director of Department of Adult Education since February, 1971

Qualified to speak on all phases of Adult Education Program based on experience and presently held position.

JOHN C. McANINCH (On sabbatical leave school year 1972-73)

Biography:	John C. McAninch, Program Specialist General Interest Program
Personal Data:	Married; six children; age 60
Education:	High School G.E.D. Diploma 1959 Florida Southern College BS (Bus Adm) 1960 Florida State University MS (Higher Ed) 1961 Florida Atlantic University MS (Guidance) 1965 Specialist Degree expected Winter 1972-73
Work Experience:	Salesman, soldier, library administrator, military executive, school commandant, industrial manager, high school teacher, college instructor, adult teacher, adult education specialist, has state credentials in six areas

Especially qualified to speak on continuing education based on his experience as an educational counselor and motivator of adults.

MARTIN COUNTY PUBLIC SCHOOLS

ADULT EDUCATION
500 EAST OCEAN BOULEVARD
STUART, FLORIDA 33494

PHONE: 287-6400 EXT. 26

HENRY A. CHILDERS
DIRECTOR

V. JAMES NAVITSKY
SUPERINTENDENT

"Learning is Earning a Better Life"

August 3, 1972

WAYS AND MEANS FOR RECRUITMENT

IN OUR ADULT PROGRAM

1. Boxes of brochures and schedules exposed to pedestrian traffic such as post office, library, chamber of commerce, etc.

2. Continueous publicity in local newspapers and radio stations with special emphasis placed on any new programs.

3. Inserts in local weekly ads and advertising media, (Flashes).

4. Volunteer help mainly used in ABE recruitment. These are mostly our committee members that distribute our printed material by door to door canvasing in the disadvantaged areas of the county.

5. By promoting our programs through the civic organizations. We speak to these groups as opportunities arise.

6. Through our various schools in the county, riders are sent to parents. These update our schedules and tell of new classes.

7. Paid ads are published through our newspapers. This is in addition to the great anount of free publicity.

8. Very strong efforts are made to instill in the teachers the importance of personal contacts.

QUESTIONNAIRE

MODULE REVISION FEEDBACK SHEET

No learning resource is ever "finished" or final. Your feedback as a user of this experimental version is especially needed so that any needed modification can be made prior to preparation of a dissemination edition. Please sent your completed feedback sheet to: Mrs. Eloise Berry, Adult Education, W. V. Knott Building, Department of Education, Tallahassee, Florida 32304.

Title of Module: _____

Name of Reviewer: _____ Date: _____

1. Do you feel that this module has increased your professional resources?

_____ No _____ Yes

2. Would you suggest modifications to improve the module.

_____ No _____ Yes

3. If yes, indicate section where modification is needed.

_____ Objectives _____ Materials _____ Activities or precedures _____ Evaluation _____ Other

4. Please list below any technical or typographical errors you noticed (spelling, punctuation, omissions, typos, incorrect page references, etc.)

Page Item

5. Please list any terms of expressions that you think might be changed (not clear, too technical, jargon, "educationese", too abstract, etc.)

Page Item

6. Are there any explanations or directions that you feel are not clear enough, to long, or too short?

Page	Item

7. Are there any activities or procedures that you feel should be changed, (eliminated, expanded, revised in any way, substituted for other types of procedures)?

Page	Item

8. Where might changes be made in the evaluative sections (pre-assessments, pre or post tests, post assessment, internal practice and feedback activities, worksheets, checklists, rating scales, etc.)?

Page	Item

9. Do you know of any resource material (reading, films, tapes, activity descriptions, games, critical problem situations, etc.) that might be used with or incorporated into this module? Please give us as much information as you can about locating the resource and how it might be utilized here. Add additional sheets if necessary or attach materials where available.

10. Would you welcome additional modules using the B^2 format?

No _____ Yes _____

If yes, do you have suggestions for topics? (list them below)

11. If you wish to be notified of future models, write your address below.